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meet it successfully one must bring youth and vigor and a disciplined mind, with solid, well-formed character. These are gifts that the university can give to those who earnestly seek and sincerely strive to achieve. To the sluggard and the loafer she nor any other university can give these powers which come only by self-exertion. As well hope to gain powerful muscles by idleness and inactivity as to secure mental grasp and intellectual strength by mental sloth and trifling intermittent effort.

"Equally compelling is the obligation and equally inspiring the opportunity for those of us who compose the faculties. To no generation of college teachers was ever given such opportunity to train and send out men fitted to cope with a great human emergency. To no generation of youth has the world offered such prospect for service and mastery. The colleges are besieged by young men in numbers never before known. If we cannot kindle in them the fires of intellectual interest, cannot inspire them with high ideals and the hungry desire to do an able man's part in the world, cannot train them to render the many services so sadly needed by mankind today, our failure is tragic indeed. Moreover, on us and on others like us devolves the parallel obligation to push forward the boundaries of human knowledge. Many of the ills of humanity can be cured, if at all, only by attaining new insight, by securing new methods of procedure, by gaining new tools, and these contributions must be the work of scholars and scientists and soldiers of Christ the world over. Nor is there any range of learning exempt from this obligation. With our great libraries, our splendid laboratories, our trained intelligences, we are justly expected to contribute to the forward march of humanity by new discoveries and new adjustments of man to man, and man to nature. If we do not succeed, we shall have failed to return to society the investment made in us."—*J. R. Angell, School and Society.*

OCCUPATIONAL DESCRIPTION OF OUR FACULTY POSITIONS.—" . . . There is a very great difference in the industry of different men, but if you are an average man of our faculty you will find that in your professional duties you spend approximately $8\frac{1}{2}$ hours a day for $5\frac{1}{2}$ days a week during the academic year.

"Of the time devoted to the various activities you are probably spending about 20 per cent., in such miscellaneous activities as administration, professional reading, addresses, editorial work, etc., etc. Of this 20 per cent., possibly one-half is in strictly administrative work, such as committee work, faculty meetings, serving as faculty adviser, etc., the other half, in numerous professional activities differing so much from one individual to another that no classification for all our positions would be significant.

"In addition to this 20 per cent. of your time spent in miscellaneous activities, you are probably spending about 10 per cent. of your time in personal research. This does not include supervision and direction of the research work that might be more properly called the research work of your students. But it does include the time you take in having your research material published, in correcting proof, and in everything connected therewith.

"In addition to the 20 per cent. of your time spent on general professional activity and the 10 per cent. on personal research, the other 70 per cent. of your time is spent in regular instruction work. This includes preparation for the class periods, the correcting of papers, as well as the actual hours spent in the classroom.

"Having made a list of your activities and the amount of time devoted to each, your second problem is to estimate the relative value of all these activities with a view to putting less time on the least important and more time on the most important.

"You will undoubtedly find that most of your miscellaneous activities that were spoken of as 'administrative activities' are essential rather than important. You will undoubtedly agree that it is highly desirable that some of these activities should be reduced, particularly those that are performed by faculty members in order that clerical hire may be saved. You may find, however, that some of them are sufficiently important to justify an increased expenditure of your time.

"When you consider the value of your personal research, you will without any doubt regret that you have not paid more attention to this phase of your activities. You will discover that distinction in a professor is usually founded on successful

research; that men for our faculty positions are selected largely on the basis of research ability; that the most essential credential is a research degree; that promotions within the faculty are based very largely on research accomplishments; that the only official record made by the university of the members of this faculty is the record of the publications of each member of the faculty; that the administrative officers scan this list from year to year to see which men are engaged in productive research; that research is looked upon with favor by every one of your associates; that annually 80 of them secure results which are published in 300 articles or books.

"You may discover that we have a few highly treasured professors who never undertake any form of productive research, but you will certainly discover that all of your associates look with special approval upon the man of science after whose name there appears a star in the 'American Men of Science' and upon the men in all departments who are esteemed by the men in their own fields of learning as leaders in the methods, in the technique and in the results of productive research.

"When you come to consider the importance of the 70 per cent. of your time which you spend on instruction, you will find that this is not only the activity that consumes most of your time, but that it is also the most important of all your duties. You will find certain members of the faculty speaking of this function as though it were a necessary evil; as though positions in a university college would be fine if it were not for the students. Such men are of course out of place and should be in an agency intended for research and not for instruction. They probably do not know that the research professorships which were proposed a decade ago have in the main proved a failure, and that many of the research professorships that were begun have ceased because the occupants produced less than when their duties included a generous amount of instruction. . . .

"As a university professor you are at once an executive, a scientist, and an artist. You must be an executive to carry on successfully the administrative and miscellaneous duties that consume 20 per cent. of your time. You must be a scientist to secure results in the researches that consume 10 per cent. of your time. You must be an artist to inspire a love of learning in the

students of your classroom and to succeed in all the instructional duties that consume 70 per cent. of your time. Your duties as an executive are essential rather than important. Your activities as a scientist are important rather than essential. Your achievements as an artist are at once important and essential. . . .

"When you consider your preparation for instruction, unless you are a striking exception, you will discover that you have worked on the theory that college teachers are born and not made. In addition to the mastery of your particular field of learning, you have done little to make yourself a successful teacher. You have read but little on methods of instruction in your own field. You have taken no courses of instruction on methods of teaching in your particular field and your actual method of instruction is largely an imitation of some of your successful teachers. The head of your department gives you meager advice on methods of instruction and rarely attends your class to discover points which might be strengthened. You would regard yourself more or less insulted if the dean of the college, the head of your department or a colleague should presume to give you assistance on methods of teaching. . . .

"My plea at this time is that the members of this faculty shall attempt to review their various activities, to estimate their relative importance and to attempt to improve them. My chief plea, however, is that particular stress should be laid upon instruction; that the heads of departments should offer greater assistance to the men of their department; that groups of faculty members should hold conferences and encourage one another to take increased interest in instruction work; that men in 'one-man' departments should cooperate with men of other departments; that each man should invite several of his colleagues to attend his classes; that each man should attend the classes of several of his colleagues.

"The value of a university is not to be measured by the number of great administrators or even by the number of successful research scholars on the faculty. The truly great university is the one in which the administrative wisdom and the research skill of the members of the faculty are made effective by a personality and an ability so developed that they stimulate and

inspire a love of learning in the students in the classroom. Money, buildings, equipment, campus, enrollment—all these things do not make a university great. There is only one thing that makes a university great and that is a great faculty. There is only one thing that makes a faculty great and that is great ability to train students.”—*Walter Dill Scott, Northwestern University, School and Society.*

PRESENT COLLEGE PROBLEMS.—“Equipped with such material and intellectual strength, a special service that the land-grant colleges can now render is to assist in the sane, economic, and social transition from the ideas of the past to the future organization of society, a transition inevitable as the result of the war and the increasing class consciousness. The land-grant colleges have always been peculiarly fitted to perform this service. One may hear in the atmosphere of some of the older educational establishments academic croakings about the newer state of affairs, bitter lamentations over the blighting effects of the new amendments of the Constitution of the United States. Did not a professor of psychology in a great university not long ago think that the suppression of alcohol would result in the repression of all poetic thought and sentiment and lead ultimately to atrocious social crimes? Did we not hear from the conservatives in other college circles occasionally expressions of fear for the blighting effect of the nineteenth amendment with applause for Tennessee or Connecticut endeavoring for a time to play the part of Horatius at the bridge? This reactionary conservatism is almost never met in genuine land-grant college circles; at most we find it growing like weeds in some neglected corner of our land-grant farms. On the other hand, since one extreme always begets another, we do not find in typical land-grant colleges the parlor red, the academic bolshevist and economic ‘nut’ such as to some extent infest other schools. Freed from the danger of both extremes, the workers in land-grant colleges are peculiarly fitted by antecedents and by temperament to assist wisely in bringing in the new era, an era in which the world thought will be more profoundly than ever influenced by the contributions, to use the words of Senator Morrill, of ‘the agricultural and industrial classes.’ ”—*Samuel Avery, University of Nebraska, in Proceedings of the Association of Land Grant Colleges.*